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Coeducation at Trinity College: A Fortieth Anniversary Exhibition

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FRAMED PHOTOGRAPHS ON THE WALL ABOVE THE EXHIBITION CASES

Note: Some of the students who appear in the framed views on the wall are unidentified because the photographs were taken for the Public Relations Office during the early years of coeducation and used in view books and other forms of publicity.

[1] Photograph of President Theodore Lockwood and the first four undergraduate women degree recipients at Commencement, May 31, 1970



The women graduates, all transfer students, are (left to right): Elizabeth Gallo, Judith Odlum, Judith Dworin, and Roberta Russell.

[2] Five women students on the Quad Walkway near Cook Dormitory

This view was taken in the fall of 1969 and depicts five women students on the Quad walkway near Cook Dormitory.

[3] Informal conversation near Cook Dormitory

Three students engage in informal conversation near the north (Quad) side of Cook Dormitory, ca. 1969.

[4] Three students arriving on campus, fall 1969

Shown are (left to right) Linda Raciborski '73, David Stamm '72, and Barbara Bass '72 arriving on campus, ca. fall 1969. Linda Raciborski was a freshman.

CASE I

[5] Theodore Lockwood '48, president of Trinity College, 1968-1981

[6] Interview with President Lockwood conducted in May 1981 by Peter Knapp

Theodore Lockwood '48 became Trinity's new president in July 1968. He was previously provost and dean of the faculty at Union College. In an interview conducted with Lockwood when he left the College in 1981, he indicated that upon taking office, it was clear that change was anticipated. Among primary interests at the beginning of his administration were reforming the curriculum, broadening Trinity's financial resources, and determining whether the College, "could afford to remain a men's college any longer." As Lockwood put it, "I had said nothing publicly on that, but I really knew that [it]...had to have quick attention." Shown is the section of the transcribed interview in which Lockwood indicates that Trinity's future as an all-male institution needed to be examined.

[7] Feature article on coeducation from the *Trinity Tripod*, February 4, 1964

Perceived as an opportunity for the College to move forward decisively, coeducation had been under discussion for some time as evidenced by this February 1964 *Trinity Tripod* article in which Vincent Oswecki, Jr. '65 summarized the views of several Trinity faculty on coeducation's desirability. [Note: The *Tripod* back file from 1960 to 2008 has been digitized and is accessible through the Trinity College Library's Web page.]

CASE II

[8] The Education of Women at Princeton, Princeton University, July 1968 (Courtesy of the Princeton University Archives)

By 1968, other colleges and universities were actively contemplating coeducation or had already decided to proceed, among them Dartmouth, Wesleyan, Williams, Colgate, Hamilton, Union, Yale, and Princeton. For Trinity, the report on coeducation prepared for Princeton's Board of Trustees proved most persuasive in the decision to introduce coeducation. Dated July 12, 1968, and entitled "The Education of Women at Princeton," the report was referred to externally as the "Princeton Report" and internally as the "Patterson Report," a reference to Gardner Patterson, a distinguished member of Princeton's economics faculty and former dean of the Woodrow Wilson School of Public and International Affairs, who chaired the committee. A primary argument the report set forth in favor of coeducation was that it was a reflection of the evolving social system of the United States. In addition, it was clear that high school students had an increasingly strong preference to attend coeducational colleges and universities. Shown is page one of the report stating the recommendation to proceed with coeducation and cautioning that the University would eventually become less competitive if it failed to do so.

[9] Dr. Robert Fuller, dean of the faculty of Trinity College

[10] Memorandum on Coeducation prepared by Dr. Robert Fuller, dean of the faculty, September 1968 (Lockwood Papers, Trinity College Archives)

Dr. Robert Fuller, Trinity's dean of the faculty, provided an analysis of coeducation in the memorandum shown here dated September 30, 1968. Basing his thoughts on the Princeton Report, Fuller maintained that a fundamental driver of the decision to pursue coeducation was "the changing social patterns that have developed in the nation over the last several decades." Coeducation was thus a reflection of "the evolving social system" in the country. Furthermore, the application rate at Trinity, as at other single-sex institutions, was beginning to fall off, a matter of increasing concern, whereas coeducational institutions could draw on a significantly larger applicant pool. Finally, Fuller argued that swift action was necessary to get the jump on other institutions such as Wesleyan and to attract the most qualified students as quickly as possible. He concluded dramatically, "Few such opportunities are presented in an institution's history."

**[11] Letter from Dean Fuller to President Lockwood, September 1968
(Lockwood Papers, Trinity College Archives)**

Fuller had expressed other thoughts on introducing coeducation just a few days before the September 30 memorandum. In a letter of September 24, shown here, he stated his belief that strategy and timing were crucial in dealing with the Trustees on the issue of coeducation. Trinity needed to avoid the agony of prolonged decision-making, because other colleges had paved the way. Furthermore, “everyone at Trinity is sick of soul-searching and hungry for a dramatic, progressive move,” a reference to the aftermath of the spring 1968 student sit-in protesting inadequate scholarship funding for minority students. Announcing the introduction of coeducation as soon as possible could “enlist faculty and student help, and set the whole community working to prepare the way, having freed them from the paralysis of trying to convince the few unconvinced.”

CASE III

[12] Report of the Committee on Coeducation, January 1969

In the address he gave at his inauguration on October 12, 1968, President Lockwood announced that Trinity’s Board of Trustees had unanimously agreed to study the feasibility of coeducation. Accordingly, soon after the inauguration Lockwood appointed a joint committee of trustees, faculty, administrators, and students, and in early January 1969, the committee issued its report, the first pages of which are shown. The report unanimously recommended that Trinity “undertake the education of women at the undergraduate level” in the fall semester 1969 and went on to state that the quality of the College’s educational experience would be “improved considerably if the complementary perspectives of both men and women are regularly available in the classroom.” The report also pointed to other benefits, among them a substantially enlarged applicant pool and an enrichment of life on campus. Furthermore, in light of Trinity’s recent “emergence as a college with a national constituency and, correspondingly, a national reputation” it was “imperative that we now undertake the education of women...” Concerned that the number of undergraduate men would be sufficient to retain competitiveness in intercollegiate athletics, the committee called for an admissions ratio of 3:2, and that the number of male students not fall below 1,000. This turned out not to be a problem and the admission of men and women gradually reached parity, partly due to the broad-scale revision of the curriculum in 1969 that led to the creation of new majors including sociology, American studies, women’s studies, computer science, theater and dance, and anthropology.

[13] Photograph of Alyson Adler '73 and Professor Rex Neaverson at Matriculation, October 1969



The photograph shows Alyson Adler '73 signing the Matriculation Register at ceremonies held in the Chapel on October 20, 1969. Professor Rex Neaverson (government), secretary of the faculty, looks on. Adler was the first woman freshman to sign the College's Matriculation Register. In the fall of 1969, the Class of 1973 consisted of 267 men and 106 women for a total of 373 freshmen. There were also 49 transfer students.

[14] Matriculation Register for 1956-1981

The Matriculation Register for 1956-1981 open to the page showing the signature of Alyson Adler.

CASE IV

Photographs of students during the early years of coeducation

The following photographs were taken for the Public Relations Office during the early years of coeducation for use in view books and other publications. Accordingly, some of the men and women students depicted are unidentified. Approximate dates are given when possible.

[15] H. Susannah Heschel '73, ca. 1972-1973

Susannah Heschel was the first woman editor-in-chief of the undergraduate newspaper, the *Trinity Tripod*.

[16] Cynthia Bromberg '75 and Dorothy Greenberg '74, Trinity's first women engineering majors, ca. 1974



Shown are Trinity's first women engineering majors, Cynthia Bromberg '75 (left) and Dorothy Greenberg '74 (right) flanking Dr. August Sapega, Karl W. Hallden Professor of Engineering.

[17] Dance class, ca. 1975

This photograph shows a dance class held in converted space on the second floor of Seabury Hall.

[18] Student in a science laboratory, ca. late 1970s

Shown is a student in a science laboratory.

[19] Students in a biology laboratory, ca. late 1970s

Two students at work in a biology laboratory.

[20] Students in a class, ca. mid-1970s

These students appear to be taking a test.

[21] Informal discussion outside Mather Hall, ca. late 1970s

Students engaged in informal discussion on a walkway outside Mather Hall.

[22] Studying on the Quad, ca. early 1970s

Informal study on the Quad in the early 1970s.

CASE V

[23] Survey of the Trinity College Alumnae, conducted spring 1990

In connection with the College's celebration of the 20th anniversary of coeducation in the spring of 1990, Professor Noreen Channels (sociology) conducted a survey of Trinity alumnae. The survey was sent to approximately 3,000 women, who were students between 1972 and 1989, and 990 responded. In her introduction, Professor Channels noted that the respondents "helped us to see the college experience from the perspective of women looking back, with an eye of objectivity and the time for reflection." Women were asked about their experiences in four principal areas: strong memories about being a woman undergraduate at the College; fraternities and sororities; the academic program, the classroom, and faculty; and sexual harassment and abuse, security, and safety. Arranged within each section by time period and summarized without revealing identity, the responses helped focus attention on the need to continue addressing issues of equity. Shown are sample pages of responses.

[24] Professor Noreen Channels (sociology)

[25] Mary (Beth) Miller '00: *The Evolution of Coeducation at Trinity College, 1969-1983* (MA thesis, 2003)

[26] Staaf, Peter M. '00: *The Implications of Turning Coeducational at Trinity College* (undergraduate course paper, 1998)

Over the years, coeducation at Trinity has been the subject of several studies submitted by undergraduate and graduate students. All have drawn on resources in the College Archives. Shown are Beth Miller's graduate thesis (2003) and the study by Peter Staaf on the implications of coeducation for Trinity (1998).

CASE VI

Women on the faculty and in the administration

Since the introduction of coeducation, increasing numbers of women have been appointed to the faculty and to the College administration. In 1969, there were five women on a faculty of 163, including Marjorie Butcher (mathematics), who in 1956 was the first woman appointed to the faculty. Several women faculty members in 1969 were part-time appointees. No women were among Trinity's senior administrative officers. In 1979, there were 30 women on a faculty of 169 and one woman was serving as a senior administrative officer. In the present academic year (2009-2010) the faculty stands at 348, including part-time appointees and artists-in-residence. Of that number, 139 are women. Three women are senior administrative officers. Following are photographs of early women appointees to the faculty and administration.

[27] Marjorie Butcher (mathematics)



Appointed a part-time instructor in 1956, Marjorie Butcher was Trinity's first woman faculty member. She was promoted to the rank of full professor in 1979, and is shown at the unveiling of her portrait on April 14, 1992 in the Mathematics, Computing and Engineering Center.

[28] Judith (Judy) Dworin (theater and dance)

One of the first four women undergraduates to receive a baccalaureate degree from Trinity, Judy Dworin '70 was responsible for introducing dance in the curriculum in the early 1970s and was a major force in establishing the Theater and Dance Department in 1981.

[29] Dori Katz (modern languages)

Dori Katz was appointed to the modern languages faculty in 1969 and her career has been marked by a number of 'firsts.' She was the first woman on the faculty to hold a tenure-track position, the first woman to be granted tenure, the first woman to be elected to the faculty's Appointments and Promotions Committee, and the first woman to chair that committee.

[30] Diane Zannoni (economics)

Professor Zannoni was appointed to the faculty in 1975 and is currently G. Fox and Company Professor of Economics.

[31] Barbara Sicherman (history and American studies)

Professor Sicherman was appointed William R. Kenan, Jr., Professor of American Institutions and Values in 1982.

[32] Robin Sheppard (physical education)

Professor Sheppard joined the Physical Education Department in 1974 as head coach of field hockey, basketball, and lacrosse. She coached field hockey and lacrosse for 25 years before becoming associate director of athletics. Her teams won numerous championships and made several NCAA appearances.



[33] Jan Cohn (dean of the faculty and G. Keith Funston Professor of American Literature and American Studies)

Appointed in 1987, Professor Cohn was the first woman to serve as dean of the faculty.

[34] Constance Ware (development)

Constance Ware was the first woman to become a senior member of a Trinity administration. She came to the College in 1964, became assistant to the director of development in 1970, associate director of development in 1974, and was appointed director of development in 1977.

CASE VII

Women's sports at Trinity

Women's sports at Trinity began to develop in the early 1970s, largely on an informal basis. With increased student participation and the broadening of the coaching staff to include women, teams were soon competing on the intercollegiate level. Shown are selected sports as described and illustrated in the *Ivy* yearbooks for the 1970s and early 1980s. Trinity now has women's varsity teams in 13 sports.

[35] Women's tennis and lacrosse in the 1972 *Ivy* (right-hand page)

[36] Squash from the 1974 *Ivy*

[37] Crew in the 1975 *Ivy*

[38] The first year of softball as an informal sport from the 1977 *Ivy*

[39] Cross-country and soccer from the 1980 *Ivy*

Shown on the left-hand page is E. Lanier Drew '80 (right) in cross-country competition. Drew was an athletic standout, excelling in basketball, swimming, and cross-country. The women's soccer team is depicted on the right-hand page.

[40] Field hockey from the 1982 *Ivy*

The photograph at the bottom left of the right-hand page shows Coach Robin Sheppard with members of the field hockey team.

CASE VIII

Coeducation's impact on Trinity publications

The introduction of coeducation was soon reflected in College publications of long standing, including the *Trinity College Bulletin* and the *Trinity College Handbook*. Intended for widespread distribution to the campus community and beyond, the *Bulletin* contains a wide range of informative material, including brief course descriptions. The *Handbook* is a directory of information on campus life particularly important to students, and includes, for example, a full statement of disciplinary policies. In addition, issues of the *Handbook* formerly contained passport-type photos of the freshman class. Other publications such as the *Trinity Alumni Magazine* (now known as the *Trinity Reporter*) and view books prepared by public relations staff for distribution to applicants also reflected the new direction the College was pursuing.

[41] *Trinity College Bulletin*, 1970-1971

Trinity's curriculum underwent major revision in 1969, hand-in-hand with the introduction of coeducation, and new areas of instruction became of increasing interest to applicants. Sociology was among the first new undergraduate majors to be announced. The initial entry for sociology in the *Bulletin* for the academic year 1969-1970 noted the availability of only a few courses, but indicated that a major in sociology was being developed. The description for sociology in the 1970-1971 *Bulletin*, shown here, indicates the range of courses that had become available in a year's time.

[42] *Trinity College Bulletin*, 1973-1974

Dance was another new area of instruction and was first described in the 1972-1973 *Bulletin*. By 1973-1974, the range of courses shown under "Dance, Modern" had broadened considerably. As noted previously, Judy Dworin was responsible for introducing dance into the curriculum.

[43, 44, 45] *Trinity College Handbook* issues for 1969-1970, 1970-1971, 1971-1972

All members of the early undergraduate coeducational classes were portrayed in the *Handbook* as shown here in the 1969-1970, 1970-1971, and 1971-1972 issues. Photographs were carried for many years in the *Handbook*, but fell out of favor and were discontinued in the early 1990s.

[46, 47] *Trinity Reporter*, fall 1990 and fall 2009

The *Trinity Reporter*, the College's alumni magazine, has carried feature articles over the years on the anniversaries of coeducation's introduction. Among the articles appearing in the fall 1990 issue, which celebrated coeducation's 20th anniversary, is a feature shown here on early women athletes at Trinity. The fall 2009 issue features an article discussing the college recollections and career tracks of four alumnae from the Classes of 1973, 1983, 1990, and 2004, respectively.

[48] *Trinity College View Book-2009*

The *Trinity College View Book-2009*, provides an interesting and up-to-date introduction to Trinity College today. Coeducation is evident throughout.